



Where in the World is Mr. Fultz?

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Grade Levels: This activity is adaptable to any level.

Purpose: The purpose of this activity is to provide students with an interactive opportunity to learn more about geography and to enhance their ability to use resource materials.

National Geography Standards:
The World in Spatial Terms:

- #1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- #2. How to use mental maps to organize information about people, places and environments in a spatial context.
Places and Regions:
 - #4. The physical and human characteristics of places.
 - #5. That people create regions to interpret Earth's complexity.
 - #6. How culture and experience influence people's perceptions of places and regions.Physical Systems:
 - #7. The physical processes that shape the patterns of Earth's surface.
 - #8. The characteristics and spatial distribution of ecosystems on Earth's surface.Human Systems:
 - #10. The characteristics, distribution, and complexity of Earth's cultural mosaic.
 - #11. The patterns and networks of economic interdependence on Earth's surface.
 - #13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Materials Required:

- Bulletin board or other display area for clues
- Envelopes to hold the clues
- Atlases, globes, encyclopedias, almanacs, and other resource materials

Objective: Students should be able to use maps and other geographic resources to learn about their world while problem solving.

Pre-activity work by the teacher: The teacher needs to create a display or bulletin board for this activity. The display could include pictures, envelopes with different types of stamps, and/or other geographical, historical, and cultural items. The teacher needs to pick the location of where he/she will be hiding. He/she will then need to create the clues, which students will use to find him/her.

Procedures:

1. Introduce students to the activity.
2. Explain that each week you will be hiding in a different location. One or two clues will be given each day. The last clues will be given on Thursday. Students read the clues each day and use classroom resources to narrow down where you are located. Students should write down where they think you are located and turn in their responses.
3. Do an example with the class. As you read the clues, have students brainstorm which resources may be useful. Introduce some of these resources and how they are used.
4. Start the activity with the first clue.
5. On Friday, once the answers have been collected, go over the clues with students. Discuss the resources they used to find answers and what other sources they could have used. Keep track of student progress using a chart.
6. Each week repeat the process.

Adaptations/Extensions: This activity can be adapted to the local, state, regional, national, and/or world level. It can also be used with a historical focus.

Evaluation Mechanism: Evaluation is accomplished by keeping a record or chart of the students' responses.

References: The idea for this activity originated from the popular "Where in the World is Carmen San Diego?" Various resources are used to develop the clues.

Clue Examples for hiding in Edinburgh, Scotland

I am located somewhere between 30 degrees north latitude and 60 degrees north latitude and west of 0 degrees longitude.

The island, the eighth largest in the world, was covered by an ice cap thousands of years ago. The glaciers hollowed out “firths” along the coastline here. Steeply banked “lochs” were also formed.

Loch Ness is a popular place to visit in this country if you are not scared of monsters, and Ben Nevis provides plenty of fun for skiers.

The climate where I am hiding is considered to be a temperate one. Specifically, it has a humid subtropical climate.

The Romans, built the longest wall in Europe along the southern border of this country for protection against the people who lived here.

You will find me in this country’s second largest city. Robert Louis Stevenson, author of Treasure Island, and Alexander Graham Bell, inventor of the telephone, were born here.